Banner-Print.JPG

Where In The World: Teacher FAQs

Overview

Congratulations! You are about to take your students on the virtual trip of a lifetime! Their participation in this project will take them to places on this earth they will probably never see in their lifetime, meet people they didn’t know even existed, and delve into their unexamined personal views, all in the context of an academic challenge. Instruction is provided in a student-driven, standards-addressed, technology-enhanced, authentically-assessed adventure of global discovery while your students are meeting state and district Information, Literacy, and Technology standards.

Project Objectives

Where On Earth is designed to give students a self-directed research adventure with reading, writing and technology authentically interlaced in a curricular content of your choice with a competitive edge.

* Students will effectively and authentically use Google Earth;
* Students will gather and summarize information;
* Students will improve searching techniques by determining and using keywords;
* Students will read with purpose;
* Students will write summaries with personal perspective

What content is covered?

This project is designed to promote *uncovering* of learning, instead of coverage of content. With that in mind, the project envelopes a range of curricular content. The questions fall into five categories (Art, Geography, Science, Culture, and History) spanning seven global regions (North America, South America, Africa, Middle East, Central Asia, South East Asia, and Oceania). A spreadsheet is posted on the supporting website for this project to allow you to sort and select the clues.

How long will it take to implement the project?

The answer depends on the amount of class time you want to devote to it. The project is designed to be flexible. If you want your students to travel all regions investigating each category, they will be researching and writing to 40 questions. Since this is the length of a school year, one question can be released to the students each week. Or, perhaps you are studying the Western Hemisphere. That would reduce the questions to 6. Or perhaps you want to release all the questions at once and let the students work on the project until it is completed. It’s really at your discretion!!

Do my students have the pre-existing knowledge and skills needed to be successful on this project?

Students either need to have, or you need to teach, basic understanding of maps, reading, writing, simple math, Internet research and VERY basic PowerPoint. Included on the supporting webpage for this project are searching tips and tips on graphics for your students as well as some basic tutorial websites for PowerPoint skills. As your students begin to write authentically about issues and concerns they have, their writing will improve—you should be prepared to elevate your writing criteria with each several clue reactions.

What will my students be doing?

Your students will be taking a virtual trip to visit each region of the world, investigating five categories of information. They will:

1. Learn about the project (from you!);

2. Read and decode the clue;

3. Take a screen shot for their virtual journal;

4. Write a well-written paragraph responding to the question or statement posed with that clue;

5. Turn in their work for assessment.

6. Repeat the process until they have traveled the world and returned safely home.

Take your students to a computer lab where they can get the required information. NO, they won’t be aimlessly “surfing the Internet”, as the only site they need is Wikipedia, which is embedded in GoogleEarth and they will be using are GoogleEarth, PowerPoint, and an Internet browser. All clue solutions are nested within the embedded icons in Google Earth.

Why will this be so exciting for my students?

There are several reasons: first, students are competing to win a virtual adventure (by collecting the most gold coins). But more importantly, even though criteria are set as to what the student must turn in, the response to the research requires high-level responses and can vary with their personal perspective.

Who Wins?

The student(s) who scores the most points will win. You will assess each clue for writing quality on a 4 point rubric along with the accompanying photo.

Is there an order to the clues?

No.

Can my students play as a team?

Sure. In fact, pairing student works well at the lower grade levels. Just make sure that each student is writing their OWN letter, as the writing is an essential part of the learning process.

What will the student’s final project look like?

One of the purposes or this project has nothing to do with curriculum—it has as much to do with: ORGANIZATION, TENACITY, PERSERVERANCE, CREATIVITY, CORRECTNESS, PERSPECTIVE, AND GLOBAL AWARENESS. With that said, each student should have, at the completion of the project, something so spectacular, so breathe-taking, so personal, and so dynamic, that it is something they will be proud of forever! Depending on how much flexibility you offer your students in the creation of the Museum flexibility, students can change the colors and dynamics of the Museum template to their liking, but even without any change, the content will bring a two-dimension project to life, reflecting a comprehensive, creative, colorful, dynamic reflection of their virtual trip around a world they explored and expounded on in findings and thought.

How will I set it up?

Give the instruction sheet to your students. Provide them the method you will be distributing clues, the timeframe between clue releases, the deadlines for submitting each clue response. Then provide them with class time (if you choose) and collect the projects on the due dates you set.

What do I need to do before I take them to the lab?

Make sure that your computer lab has the latest version (4.1) of Google Earth downloaded on each computer. This is a FREE program. Also ensure that each computer has an Internet connection and a browser (Internet Explorer, Firefox, Safari, etc.). Either place a copy of the Museum template on each computer or have students download the template from the supporting website for this project.

Can I modify the research of my students?

Absolutely! You are the teacher; you get to do whatever you think is best for your students. You can give them more clues, less clues, different clues, more websites, library resources, hints, or anything you like!

Can I modify the contents of the clues?

Absolutely! You are the teacher; you get to do whatever you think is best for your students. You can get more statistical information, place an emphasis on current events or any other area you choose.